

Yiyili Aboriginal Community School



Improvement Plan 2018-2021

Educating our children on Gooniyandi country

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Our strategic plan

The Strategic Plan 2018-21 outlines the schools Vision (Educating our children on Gooniyandi country) and Purpose (To educate the children of Yiyili and its surrounding communities). It was written to ensure the needs of our entire school community were being met in the direction of our school.

Yiyili Aboriginal Community School's STRATEGIC PLAN 2018-21			
YACS's VISION Educating our children on Gooniyandi country		YACS's PURPOSE To educate the children of Yiyili and its surrounding communities	
WE VALUE			
<ul style="list-style-type: none">Gooniyandi language and cultureStrong leadership and governance that is transparent and accountableCommunity involvement in all aspects of school lifeThe fundamental role Aboriginal Education Workers play in the successful running of the school.		<ul style="list-style-type: none">Quality teaching and learningA highly skilled teaching staff who ensure they deliver comprehensive, purposeful and differentiated teaching & learning.Culturally informed practise and a whole school two-way approach to teaching and learningPartnerships that bring value to our students' education	
OUR GOALS			
Students receive a strong, two-way education	Provide valued employment and quality professional training opportunities for Indigenous staff	Employment and retention of high quality teaching staff	Students are prepared for life
<i>Staff, family and communities work together to:</i> Provide students with a strong education in an inclusive, supportive and culturally responsive environment. Support students to value traditional language and culture alongside learning in English, Mathematics, STEAM & other learning areas. Ensure that all members of Yiyili Aboriginal Community School support and value a whole school approach to two-way teaching.	<i>Yiyili Aboriginal Community School aims to foster the professional development of AEWs by:</i> Providing training opportunities for AEWs in order to continually upskill school workers from Yiyili and its outstation communities. Considering the need for career development opportunities for AEWs. Recognising the crucial support AEWs offer for students to feel comfortable within school grounds as well as a providing an important link between school and home.	<i>Yiyili Aboriginal Community School ensures quality teaching and learning by:</i> Recruiting high quality teaching staff Supporting teachers to deliver comprehensive, purposeful and differentiated teaching & learning. Support teachers to draw upon best educational practise, including STEAM subjects, in order to ensure excellent student outcomes. Increasing staff retention & longevity through job satisfaction and competitive terms and conditions. Requiring teaching staff to engage meaningfully in cultural awareness training as well as committing to learn from AEWs, families and community.	<i>Yiyili Aboriginal Community School aims to prepare students for life by:</i> Promoting the values of Prepare, Learn, Respect & Care for all staff, students and community members Tailoring learning so students have the necessary English, Maths and STEAM skills for life, including those that prepare them for work. Valuing vocational education for our secondary students in the areas of hospitality, tourism and hands on trades such as mechanical, carpentry training.

A four year plan

This improvement plan is written to support the Yiyili Aboriginal Community School's Strategic Plan 2018-21.

The Strategic Plan outlines the schools 'Vision' (Educating our children on Gooniyandi country) and 'Purpose' (To educate the children of Yiyili and its surrounding communities). It states the school Values and four main Goals.

This plan is based around 9 key areas, as outlined in the National School Improvement Tool.



Analysis and discussion of data

Quality data and data analysis form the basis of a quality curriculum and the evaluation of student learning at Yiyili Aboriginal Community School. Through data collection in Literacy and Numeracy, we can ensure that the educational needs of students are being met at our school. We are committed to improving our analysis and discussion of data across all areas of the curriculum.

Strengths

Collection of a range of results in Literacy and Numeracy

Teachers collect data on Phonemic Awareness, Letter ID, Reading Level alongside EAL/D data in Reading, Writing, Viewing and Speaking and Listening.

We collect Numeracy data through the AICS Numeracy Portal on Number, Calculate and Measurement.

We analyse NAPLAN data each year to assess ongoing student outcomes

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
More use of explicit individual targets and regular checking of targets	Teachers to create targets and refer to targets in their planning	Teacher term and weekly planning documents Ongoing
More use of explicit year-group targets and regular checking of targets	Explicit year-group targets in Term Planners and Whole School Plans	Staff meeting minutes and Whole School and Term Planners Ongoing
Collection of data in HASS and Science	Develop tables to share Science and HASS data collection	Tables present on Share drive 2019

A culture that promotes learning

At Yiyili Aboriginal Community School we are committed to providing an environment that encourages student learning, where student learning is celebrated and children are encouraged to reach their potential. We celebrate student learning in both Standard Australian English and Gooniyandi, and promote strong learning in Gooniyandi Culture. This must be done alongside the strong valuing of English, Maths and STEAM skills that will help to prepare our students for work later in life.

Strengths

Staff undergo training in student wellbeing and maintain healthy professional relationships with students

In 2018 YACS staff commenced training with the Royal Far West team in student wellbeing, which helps staff to understand how best to interact with students and maintain positive classroom programs that work for our students.

The school also uses the well-being programs Safe4Kids, PATHS and Alert alongside a relationships program for senior students.

This ensures all students are well equipped in making decisions and that the school is a positive and happy environment for children.

Celebration of Gooniyandi language and culture

The school employs a full-time Gooniyandi teacher and students participate in Gooniyandi classes every day.

Children go out on country at least twice a term where they are taught cultural practices by Gooniyandi people on Gooniyandi country.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Ongoing improvement of the school grounds	Building of more playground equipment and tree planting	Tyres used for school ground improvement Dec 2017 Application for playground grant through Lotteries West Sep 2018
Improved school attendance	Celebration of high attendance through Principals Lunch	Principals Lunch in Newsletter Sep 2018
Improved engagement and learning by Aboriginal Education Workers (AEW)	Employment of a part-time AEW liaison and training officer	AEW Liaison worker hired Jan 2018

Targeted use of school resources

Yiyili Aboriginal Community School is committed to providing teachers and students with the best quality resources available to ensure that their educational experience is the best it can be. We are committed to using our school budget in a sensible manner to ensure that teachers are able to provide the highest quality education program that they can. We believe our students need to be exposed to the most recent and best quality resources to ensure that they are prepared for life beyond school.

Strengths

Teachers are encouraged to investigate and procure top quality resources

School spending on resources is significant and teachers are strongly encouraged to find quality teaching resources and use them in their classroom.

All classrooms equipped with Interactive Whiteboards and iPads

Every classroom at Yiyili Aboriginal Community School is equipped with an Interactive Whiteboard projector and a class set of iPads and iPad keyboards.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Outlaying of Digital Literacy grant to improve digital resources	Purchase of Osmo Kits and BeeBot robots	Purchase of kits and use in classroom programs Apr 2018
Improved stocktaking and asset register	School to develop an effective online asset register that is regularly updated	Asset register present on OneDrive Oct 2018

An expert teaching team

Being one of the most remote schools in Australia, at Yiyili Aboriginal Community School we realise that there are challenges in recruiting and retaining the highest quality teachers. Despite this, we believe that by providing an excellent working and living environment alongside the best quality professional development and mentoring programs, we can ensure that we maintain an expert teaching team every year.

Strengths

Teachers are provided with ongoing training and support in Literacy and Numeracy programs

The school provides teachers with significant training in the Accelerated Literacy program, including ongoing observations and demonstrations throughout the school year. The school also receives ongoing training each term by the AISWA Numeracy Consultant.

A strong teacher self-evaluation program

The PRICE teacher self-evaluation program was developed specifically for Kimberley schools and helps teachers to set realistic and helpful targets to improve their teaching.

Strong incentives for maintaining quality staff

The school provides outstanding accommodation and financial incentives to teachers to ensure that teachers feel happy and valued in our school and community.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Improved engagement and learning by Aboriginal Education Workers (AEW)	Employment of a part-time AEW liaison and training officer	AEW Liaison worker hired Jan 2018
Improved mentoring program for graduate teachers	Graduate teachers paired with another teacher and provided ongoing support	Staff meeting minutes outlining ongoing programs Sep 2018
More sharing of teacher self-evaluation and goals	Teachers to share goals they have set and their progress with other staff at staff meetings	Staff meeting minutes Ongoing

Systematic curriculum delivery

At Yiyili Aboriginal Community School we are committed to providing systematic, quality curriculum delivery across all areas of the Western Australian curriculum as outlined by SCSA. Through efficient and effective planning, teaching and assessment we can ensure that our students receive a well-rounded and deep education across all learning areas, ensuring that they are prepared for a rich and successful life following their schooling. Our School Curriculum Plan 2018 outlines the methods we use to ensure effective, systematic curriculum delivery.

Strengths

Accelerated Literacy program

Accelerated Literacy is a well-researched program that delivers effective, systematic Literacy instruction appropriate for both EAL/D and Standard Australian English speakers. We deliver this program daily, supported by systematic assessment to ensure the effectiveness of the program and next steps.

Focus on making curriculum relevant to students

We acknowledge that children at our school come from a unique cultural background in the context of Australia. We are committed to ensuring that our curriculum is delivered in a manner that celebrates the richness of Gooniyandi tradition and culture, as well as celebrating the importance of Aboriginal people in Australia and the historical context of the Kimberley.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Implementation of a dedicated Numeracy program	Trialling use of the Stepping Stones program in 2018-19	Ongoing training for teachers in using Stepping Stones Review Nov 2018 Teacher feedback in staff meeting minutes Aug 29 2018
Implementation of Performing Arts program	Hiring of Performing Arts teacher	Performing Arts Teacher hired Jan 2018
Stengthening curriculum delivery in HASS and Science	Seeking out specific programs and teacher training to implement programs in 2019	Whole School Plans 2019
Improved communication with parents, families and wider community regarding Curriculum	Curriculum specific sections in Newsletter	School Newsletters Ongoing

Differentiated teaching and learning

Students at Yiyili Aboriginal Community School present with a diverse range of educational needs. These may range from students having been exposed to a severe lack of schooling, to students presenting with the effects of Fetal Alcohol Syndrome and Trauma. We need to be focused on ensuring that our educational programs are differentiated for each individual student, and that every student has the opportunity to access our teaching and learning programs through differentiated teaching practice and individual support programs. We are committed to ensuring this practice continues to improve at our school.

Strengths

Individual Learning Plans for students at risk

We have identified students at risk through data collected in regards to the Nationally Consistent Collection of Data, as well as students that are identified as being two or more years behind their expected level in Literacy or Numeracy. For these students, we develop an Individual Learning Plan to set individual goals and identify programs that will work for these students.

Close monitoring of individual progress by school leadership

Individual students are closely monitored by their teachers, and this information is relayed to school leadership to help identify any students whose educational needs may not be getting met.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Targeted programs of intervention and extension	Small-groups for students in each class in intervention and extension in Literacy and Numeracy	Hiring of part-time Intervention and Extension co-ordinator 2019
Communication with parents around ways to support and extend their learning	Parent information sessions each semester	Documenting of parent information sessions on school Facebook page 2019

Effective pedagogical practices

At Yiyili Aboriginal Community School, we recognise that the best way to improve student learning is through highly effective, researched-based teaching programs in our classrooms. We must ensure that we are using educational programs that are best-practice and that we keep abreast of new research and development in all areas of the curriculum. The school principal must ensure that our teaching programs provide the best opportunities for our students, while teachers must ensure that every classroom provides an environment where effective teaching and learning takes place every day.

Strengths

Strong focus on research-based pedagogical practices

The school principal is committed to delivering research-based programs throughout the school. Accelerated Literacy is a well-researched program that has had a positive influence in communities over a long period of time.

Each teacher is observed and provided with feedback

Every teacher in the school goes through a review process with Literacy and Numeracy consultants as well as the school principal.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Implementation of Numeracy program across the school	Stepping Stones to be trialled and implemented across the school, based on strong academic research of the program	Ongoing training for teachers in using Stepping Stones Review Nov 2018 Teacher feedback in staff meeting minutes Aug 29 2018
Focus on best-practice delivery of Digital Technologies	Teacher training in Digital Technologies 2018	Staff meeting minutes from Digital Technologies visits Apr, Oct 2018 Digital Technologies Whole School Plan 2018
Focus on Focus on best-practice delivery of HASS and Science curriculum	Research of HASS and Science programs for 2019	HASS and Science Whole School Plans 2019

School-community partnerships

As an Independent Community School, Yiyili Aboriginal Community School was set up by the community to educate our children on Gooniyandi land. The school forms the backbone of Yiyili and the surrounding communities, providing their main source of employment and a community hub for the people of Yiyili. We are committed to improving our ongoing involvement with the community, and ensuring that the children and people of Yiyili and the surrounding communities have opportunities to be involved with the school and experience success.

Strengths

High number of community workers employed at the school

The school is the main employer of community people, who work as educators within classrooms, grounds-people, cleaners, cooks and receptionist.

Ongoing bush-trips to promote community involvement

Each class goes on two trips per term out on country, taking community people with them to teach about Gooniyandi language and culture on Gooniyandi country.

School board highly involved in school decision-making

Art gallery within the school is an integral part of the community

The Laarri Art Gallery provides an opportunity for community members to showcase their painting and sculpture to visiting tourists from all over Australia and the world.

IMPROVEMENT OUTCOMES	ACTIONS	PERFORMANCE INDICATORS
Improved use of Art Gallery as a 'Tourist Hub', providing a learning space for students	Gallery to be moved to involve kitchen area	Outlining of project through Laarri Facebook Page 2019
Increased involvement of non-working parents at school	Gooniyandi Family day each term	School Facebook Page updates 2018/19

With our rich history and promising future, 2018-21 will be a period of growth and excellence for Yiyili Aboriginal Community School.

We are committed to the ongoing improvement of our school alongside our core Vision and Purpose.

'Educating our children on Gooniyandi country'

Our children are our future



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